

# **A3 End-of-Course Assessments**

## Indiana Accommodations Appendix for: ACT QualityCore

## **Testing Accommodations Guidance**

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A major goal of educational policymakers is to ensure educational opportunities for all students. It is equally important to measure the real progress of all students in attaining academic standards. Therefore, the participation of students with disabilities in End-of-Course Assessments and the inclusion of their scores in related reports are important.

One significant issue to be addressed by educators as they attempt to increase overall participation in state and local assessment reports is the individualized determination of necessary accommodations and the effects of those on test results. The effect of assessment accommodations may have a different impact upon the general validity of the assessment depending, along with other things, upon whether the test is referenced to national norms or to specific educational criteria.

Since the purpose of accommodation is to achieve parity and not to provide an unfair advantage or disadvantage to a particular student, the Indiana Department of Education is studying the impact of accommodations on test results in order to minimize any unintended effects.

The following guidance regarding testing accommodations for students with disabilities is available for Indiana school corporations.

### **What is an accommodation?**

An accommodation is a change in testing materials or procedures (i.e., timing or scheduling, response format, setting or environment, and presentation format) that enables students to participate in assessment in a way that measures their abilities rather than their disabilities. The purpose of testing accommodations is to “level the playing field” or to achieve parity with non-disabled peers in the test-taking situation.

### **Which students will require accommodations?**

Students in special education and students with acute or chronic physical disabilities (as documented in a Section 504 Plan) may be entitled to any of the assessment accommodations specified in their individualized education programs (IEPs) or Section 504 instructional plans. However, it is important to realize that End-of-Course Assessments use different criteria for determining eligibility for accommodations for students with disabilities, in accordance with state and federal laws. Consult the charts in this section and collaborate with students, parents, and test coordinators to determine which, if any, accommodations are appropriate for individual students.

### **How will schools document accommodations used during the End-of-Course Assessments?**

The online administration provides accommodation indicators in each student profile. If a student receives English/Language Arts, Mathematic or Science accommodations, please indicate “Yes” in the student profile.

**Will tests administered under accommodated conditions be scored?**

All student tests will be scored, and results will be reported back to schools.

**Which accommodations will be allowed during the End-of-Course Assessments? Are any accommodations prohibited? Are there any testing accommodations that do not have to be documented during End-of-Course testing?**

Generally, an accommodation is acceptable on End-of-Course Assessments if a student with disabilities uses the accommodation in testing situations that occur throughout the student’s educational program; however, the test may not be modified. *Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and will not receive simplified instructions.*

When a student’s IEP or Section 504 Plan indicates that a response is to be **scribed**, the scribe must ensure that the administration is one-on-one so as not to interfere with the standardized testing of other students. Prior to testing, the scribe should attempt to gather information regarding the student’s level of vocabulary and spelling abilities from those who are familiar with the student’s academic background. The scribe should then ask the student to spell aloud any word he or she thinks is not within the range of the student’s vocabulary or spelling abilities. The scribe may not coach a student on the meaning or spelling of a word or read any portion of the reading comprehension passages. The scribe should type exactly what the student dictates, without capitalization or punctuation inserted. Every time the student pauses, the scribe should begin typing on a new line. No presumption is made about whether a pause is indicative of the use of a comma, period, or other punctuation. When the student has finished dictating, the typed text is presented for the student to indicate capitalization and punctuation.

**Additional Notes for QualityCore:**

Similar to procedures used during ISTEP+, portions of the test that measure reading comprehension may not be read aloud. This includes session 1 of the English 11 assessment. Session 2, the writing prompt, may be read aloud to students if that accommodation is a part of their educational program.

**Online:** Extended time must be indicated per the instructions in the ACT QualityCore Online User’s Guide, <http://www.act.org/qualitycore/indiana/> or contact ACT at 1 866-764-7228 for more assistance.

**Paper-and-Pencil:** The School Test Coordinator should be certain that, for all students afforded accommodations for the paper-and-pencil tests, the bubble(s) for the accommodation(s) is gridded in Block L, Accommodation Codes, on the front of the answer document. As the School Test Coordinator, you should review the answer documents after the administration to confirm that the appropriate accommodation codes have been marked.

RT	Retest
R	Reader (not provided)
A	Audio (not provided)
TI.5	Time and a half
T2	Double time
UT	Untimed
B	Braille
LP	Large Print
OTA	Other Test Accommodations

**Chart 1: Accommodations permitted during online End-of-Course Assessments**

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<p>Time of day for administration is altered.</p> <p>Student provided additional breaks as necessary.</p> <p>Test administered in several sections.</p> <p>Additional breaks between tests as necessary.</p> <p><b><i>Student provided extended testing time (see NOTE below) for each test session (e.g., 50% more time, double time).+*</i></b></p>	<p>Student can have help handling the mouse.</p> <p>Student responds orally, while another completes the answers online.</p> <p>Student signs responses to an interpreter.</p> <p>Student has access to a scribe to type out response for essay questions.</p> <p>Student uses talk assistive technology device.</p>	<p>Student is provided special lighting conditions.</p> <p>Student is provided preferential seating.</p> <p>Student is given access to special furniture.</p> <p>Student is tested in small group setting.*</p> <p>Student is tested individually.*</p> <p>Student is allowed to use a slant board to hold testing materials at correct angle.</p> <p>Student is provided pencil grip or specialized writing instrument.</p>	<p>Student is given access to a visual magnification device.</p> <p>Student is provided auditory amplification device and/or noise buffers.</p> <p>Student has <u>directions</u> read to him or her.</p> <p>Questions are signed to the student by an interpreter.**</p> <p>Questions are read to the student.**</p> <p>Student uses talk assistive technology device.</p>

+ The accommodations in bold italics may also apply to LEP students.

\* Select a time frame or limit. Do not let the assessment go on indefinitely if the student is not making progress.

\*\* Except test questions that measure the Reading Comprehension, which may not be read at any time.

**NOTE:** *Extended time must be indicated per the instructions in the ACT QualityCore Online User's Guide, <http://www.act.org/qualitycore/indiana/pdf/OnlineUserGuide.pdf> or contact ACT at 1 866-764-7228.*

**Chart 2: Accommodations for Limited English Proficient Students (Levels 1-4\*)**

(Permitted but not documented)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
Student provided additional breaks as necessary.  Test administered in several sessions.  Additional breaks between tests, if necessary.		Student is tested in a small group setting.  Student is tested individually.	Student has directions read to him or her.  Student has test administered by a familiar test administrator.

### Chart 3: Accommodations for Limited English Proficient Students (Levels 1-4\*)

(Permitted and documented)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<p>Student is provided *extended testing time for each test session. (A timeframe, such as 50% more time or double time, should be set. Do not let the assessment go on indefinitely if the student is not making progress.) <i>Note: This accommodation is available for <b>ALL</b> LEP students.</i></p>	<p>Student uses an approved bilingual word-to-word dictionary. (A list of approved bilingual dictionaries can be found in Appendix J of the ISTEP+ Program Manual at <a href="http://www.doe.state.in.us/istep/ProgramManual.html">http://www.doe.state.in.us/istep/ProgramManual.html</a>) <i>Note: The student's Individual Learning Plan must document use of a bilingual word-to-word dictionary in class.</i></p>		<p>All test questions are read to the student (except those that measure Reading Comprehension. For English 11, all test questions connected to a Reading Passage are considered Reading Comprehension.)</p> <p>Math and Science test items and answer options are read verbatim (in English) to student.</p>

\*Note: English proficiency levels are determined on the state-approved LAS Links English Proficiency Assessment. Students scoring at an "Overall" level of 5 (fluent) are not eligible for any accommodations on ISTEP+. For students who do not have a proficiency score, administer the LAS Links Placement Test to determine the student's level of proficiency. Only LEP students who place as "Not Proficient" or "Approaching Proficient" on the Placement Test may be considered for the accommodations approved for Proficiency Levels 1-4. If you have any questions about identifying a student's level of English proficiency, please contact the Division of Language Minority and Migrant Programs at 317-232-0555 or 800-382-9962.

***\*Extended time must be indicated per the instructions in the ACT QualityCore Online User's Guide, <http://www.act.org/qualitycore/indiana/pdf/OnlineUserGuide.pdf> or contact ACT at 1 866-764-7228.***

**Chart 4: Accommodations Prohibited during End-of-Course Assessments**

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
Student provided unlimited time to complete each test session.	Student responds in a language other than English, which is then transcribed into English for scoring purposes.		Language in the directions is reduced in complexity.  Story problems in the mathematical assessment use language which is reduced in complexity.  Student is provided color-coded prompts for mathematical problems.  Assessment is provided in a language other than English.